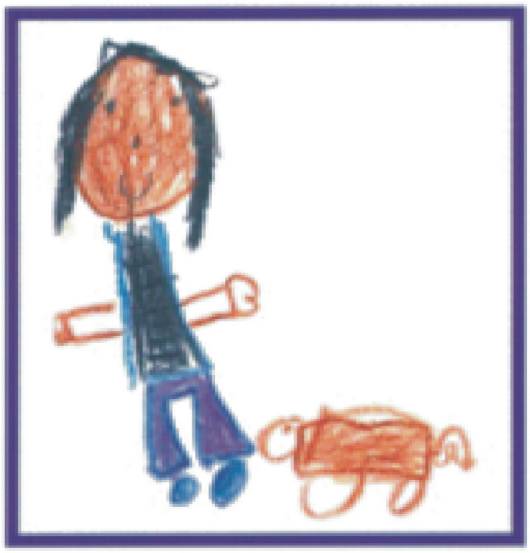
Alternate Scoring Supplement



South Carolina Readiness Assessment Kindergarten and First Grade Developmental Guidelines

Issued by the

Office of Assessement

South Carolina Department of Education

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State Superintendent of Education

2005

Contents

Introduction

The South Carolina Readiness Assessment (SCRA) is a performance assessment for kindergarten and first-grade students—an assessment, that is, in which children are evaluated by their classroom teachers on the basis of actual classroom experiences and activities. The central purpose of the SCRA is to help these teachers make instructional decisions and improve the learning process for all their students.

The SCRA is based on the Work Sampling System (WSS), a curriculum-embedded continuous-assessment process developed by Rebus, Inc., in which teachers observe and assess their students during everyday classroom activities. Focusing on three key areas—English language arts, mathematics, and a personal and social development—these observations can give teachers a clear picture of a child's overall level of development and readiness for school. In 1999, the South Carolina Department of Education (SDE) extended a call for proposals for a statewide continuous assessment system that would provide a better understanding of student readiness for school. Harcourt Educational Measurement submitted a proposal to use a version of the WSS modified specifically for the state of South Carolina. The system was aligned with the state curriculum standards in mathematics and English language arts for kindergarten and first grade. The first statewide field test of this system took place during the 2000–01 academic year. In 2002, the *South Carolina Readiness Assessment: Kindergarten and First Grade Developmental Guidelines* (New York: Pearson Early Learning, 2002) was published as a guidance document for teachers in linking the SCRA to the South Carolina curriculum standards.

In the present document, the *Alternate Scoring Supplement: South Carolina Readiness Assessment Kindergarten and First Grade Developmental Guidelines,* which is designed to be used in conjunction with the original guidelines document, the state curriculum standards for the English language arts and mathematics domains are interpreted for the teachers of kindergarten and first-grade students with significant cognitive disabilities. The personal and social development domain (which currently has no associated state standards) is interpreted here as well.

The *Alternate Scoring Supplement* contains the following specific information for all three domains at the kindergarten and the first-grade levels:

RATIONALE	The rationale for each indicator includes information about students with significant cognitive disabilities and explains how the indicator is appropriate for a particular student.
EXAMPLE OF AN IEP OBJECTIVE	An example of an IEP (individualized education program) objective is given for each indicator as a guide to how IEP objectives relate to the state standards.
EXAMPLES OF STUDENT PERFORMANCE	Several examples of student performance are given for each indicator as a guide to how a student's progress may be determined and monitored throughout the year.

SCRA Alternate Scoring

The decision about how a student with significant cognitive disabilities will participate in the required state assessment is made by the student's IEP (individualized education program) team and documented in the IEP. To document that alternate scoring is appropriate for an individual student, the IEP team should review all of the important academic information about the student and determine that the student meets all of the alternate assessment criteria. The alternate assessment criteria are published on the SDE Web site at the following address:

http://www.myscschools.com/offices/assessment/Programs/SWD/ParticipationGuidelines092204.pdf.

SCRA alternate scoring should be used with students who meet all of the participation criteria for alternate assessment and whose age is commensurate with students in kindergarten and the first grade. Students who are aged five or six on September 1 of the assessment year are to be assessed.

Ratings

All ratings for the SCRA are done online via the South Carolina Readiness Assessment Profile Interactive (SCRAPI) at http://www.myscschools.com/apps/scrapi/, a Web page that is made available in the fall of each school year. On the student summary page, a SCRAPI school administrator will check "Yes" to indicate that a particular student is to participate in alternate scoring. Teachers should verify this information as accurate.

Teachers using the SCRA will be observing the students in their classrooms and gathering information about students' progress. At regular intervals, student performance is reviewed according to progress expectations, and the teacher enters the ratings on the SCRAPI system checklist for each student.

For alternate scoring, teachers will rate all of the Personal and Social Development indicators throughout the year. For the English language arts and Mathematics domains, teachers will choose only those indicators that correspond to a student's IEP, and they will rate those indicators throughout the year.

Using Assistive Technology

In order to provide meaningful learning opportunities for students with significant cognitive disabilities, teachers will probably use a variety of assistive technology devices. An assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Assistive technology can be very simple, with no or few moving parts, and may not require batteries or electricity to operate. Other types of technology have many moving parts and may require batteries or electricity to operate.

One example of assistive technology is a personal communication system, which may be very simple and consist of signs/gestures, a set of mounted or unmounted object or picture symbols, or object/picture symbols mounted on a device with voice output. Another type of a personal communication system may consist of picture symbols on a device with a changing screen and voice output. Personal communication systems may be accessed by the child directly through touch or eye gaze or indirectly by using a switch.

Kindergarten Guidelines

I Personal and Social Development

This domain emphasizes emotional and social competence. A teacher learns about children's emotional development—their sense of responsibility to themselves and others, how they feel about themselves and view themselves as learners—through ongoing observation, conversations with children, and information from family members. Teachers learn about children's social competence by interacting with them, observing their interactions with other adults and peers, and watching how they make decisions and solve social problems.

A Self concept

1 Demonstrates self-confidence.

RATIONALE

Students with significant cognitive disabilities can demonstrate self-awareness and social development through systematic instruction. Self-awareness can be taught although the end result may vary greatly from student to student.

EXAMPLE OF AN IEP OBJECTIVE

The student will demonstrate self-confidence by responding to his or her name.

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing in the direction of the person calling the student's name; turning and facing the person and making eye contact; making physical changes (e.g., moving head or hands) in response to others; responding to his or her name through verbalization or a personal communication device.

2 Shows initiative and self-direction.

RATIONALE

Students with significant cognitive disabilities can show preferences and make choices in a responsive environment. Students with significant cognitive disabilities need to be able to make choices in order to control their environment.

EXAMPLE OF AN IEP OBJECTIVE

The student will indicate his or her choices by using gestures, signs, verbalization, and/or assistive technology.

EXAMPLES OF STUDENT PERFORMANCE

Indicating the choice of an object or activity by selecting a picture symbol; indicating the choice of eating a cookie rather than cereal by eye gazing in the direction of the cookie when given the two options; indicating the choice of not work by hitting a switch with voice output that says "I need a break."

B Self control

1 Follows classroom rules and routines.

RATIONALE

Students with significant cognitive disabilities can establish routines in their daily activities.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow the classroom routine.

EXAMPLES OF STUDENT PERFORMANCE

Following a schedule by interpreting picture symbols; sitting at the table when given the verbal prompt "come to the table"; washing his or her hands after using the restroom when given a visual cue; relaxing his or her body in preparation for positioning when the teacher says that it is time to change the activity.

2 Uses classroom materials purposefully and respectfully.

RATIONALE

Students with significant cognitive disabilities can learn to be thoughtful and respectful of materials and can learn to use materials purposefully with teacher direction.

EXAMPLE OF AN IEP OBJECTIVE

The student will allow an object to be placed in his or her hand.

EXAMPLES OF STUDENT PERFORMANCE

Holding an object that is placed in his or her hands; playing with objects appropriately; marking a list of objects with a marker or bingo stamper; organizing work materials; putting away work materials after a lesson.

3 Manages transitions and adapts to change in routine.

RATIONALE

Students with significant cognitive disabilities can make transitions throughout the day and therefore can learn methods of dealing with these occasions appropriately and can adapt to these changes.

EXAMPLE OF AN IEP OBJECTIVE

The student will start a lesson upon the teacher's request.

EXAMPLES OF STUDENT PERFORMANCE

Going from a desirable activity to a less desirable activity without resistance; working cooperatively with school therapists; moving from the classroom to other rooms in the school without disruption to others; starting and stopping work assignments as directed.

C Approaches to learning

1 Shows eagerness and curiosity as a learner.

RATIONALE

Students with significant cognitive disabilities can show eagerness and curiosity and can express themselves when teachers find motivating factors and provide opportunities.

EXAMPLE OF AN IEP OBJECTIVE

The student will spontaneously look to see what the teacher has when the teacher says "Guess what I have."

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing in the direction of a new manipulative presented by the teacher; peeking into a bag that contains a new object; smiling, verbalizing, and/or exhibiting excitement in other ways when engaged in a favorite activity; responding to reinforcement and requesting to continue working by using through body movements and other physical gestures.

2 Sustains attention to a task, persisting even after encountering difficulty.

RATIONALE

Students with significant cognitive disabilities can learn to sustain their attention in order to complete task.

EXAMPLE OF AN IEP OBJECTIVE

The student will attempt a task independently for five minutes.

EXAMPLES OF STUDENT PERFORMANCE

Remaining focused on a task whether or not there is successful completion of that task; being willing to ask for help verbally or through a personal communication device.

3 Approaches tasks with flexibility and inventiveness.

RATIONALE

Students with significant cognitive disabilities can demonstrate independence and novel solutions in completing a task.

EXAMPLE OF AN IEP OBJECTIVE

The student will go from the lunchroom to the classroom with little or no assistance.

EXAMPLES OF STUDENT PERFORMANCE

Combining various materials during an activity; asking for assistance from teachers; using picture symbols or a personal communication device to request objects out of reach.

D Interaction with others

1 Interacts with one or more children.

RATIONALE

Students with significant cognitive disabilities can learn to interact with their peers and can develop meaningful relationships. Prompting systems can facilitate the students' interaction with others.

EXAMPLE OF AN IEP OBJECTIVE

The student will take turns with a classmate during a game.

EXAMPLES OF STUDENT PERFORMANCE

Waving hello to greet a peer when arriving at school; taking turns while answering questions verbally or by using a personal communication device; eye gazing in the direction of a peer who is speaking; showing affection to a peer by giving a hug or shaking hands.

2 Interacts easily with familiar adults.

RATIONALE

Students with significant cognitive disabilities can learn to interact with familiar adults and to transition easily to other classroom settings. Prompting systems can facilitate the students' interaction with others.

EXAMPLE OF AN IEP OBJECTIVE

The student will greet the teacher.

EXAMPLES OF STUDENT PERFORMANCE

Saying hello to the teacher upon arriving at school; responding to an offer of a handshake; following directions given by the teacher; eye gazing in the direction of the teacher to say good-bye.

3 Participates in the group life of the class.

RATIONALE

Students with significant cognitive disabilities can show a sense of community by contributing ideas, sharing knowledge of classroom routines, and following rules in group games and activities.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow directions during a class activity.

EXAMPLES OF STUDENT PERFORMANCE

Paying attention when someone is sharing a story; using eye gazing to take turns during a game or using gestures to join in a sing-along.

4 Shows empathy and caring for others.

RATIONALE

Students with significant cognitive disabilities can learn to respond to the feelings and actions of others. Repetition and the opportunity to practice this skill are important.

EXAMPLE OF AN IEP OBJECTIVE

The student will reciprocate a smile.

EXAMPLES OF STUDENT PERFORMANCE

Smiling to acknowledge someone; showing his or her favorite areas in the classroom to a new student; preferring to be near teachers and peers.

E Social problem-solving

1 Seeks adult help and begins to use simple strategies to resolve conflicts.

RATIONALE

Students with significant cognitive disabilities can communicate the need for help and can seek adult help through a variety of communication methods.

EXAMPLE OF AN IEP OBJECTIVE

The student will gain the teacher's attention when help is needed.

EXAMPLES OF STUDENT PERFORMANCE

Leading the teacher to an activity when needing assistance; making eye contact with the teacher and then eye gazing in the direction of the activity with which assistance is needed.

II English Language Arts

This domain organizes the language and literacy skills needed to understand and convey meaning into three components: Communication, Reading, and Writing. At this age, research skills are embedded into these components. Students acquire proficiency in this domain through extensive experience with language, print, and literature in a variety of contexts. Over time, students learn to construct meaning, make connections to their own lives, and gradually begin to critically analyze and interpret what they hear, observe, and read. They begin to effectively communicate orally and in writing for different audiences and purposes.

A Communication

1 Gains meaning by listening.

RELATED S.C. STANDARDS

- **Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.**
- **Demonstrate the ability to listen for meaning in conversations and discussions.**
- **Demonstrate the ability to listen and respond to various types of literature read aloud.**
- **Continue recognizing nonprint sources.**
- **Continue making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.**
- **Continue organizing information on the basis of observation.**
- **Continue organizing and classifying information by constructing categories.**

RATIONALE

Students with significant cognitive disabilities can gain meaning through listening. They can show interest in things and can attend to lessons with systematic teaching.

EXAMPLE OF AN IEP OBJECTIVE

The student will listen to a story read aloud.

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing in the direction of the teacher while the teacher is giving instructions; eye gazing in the direction of the teacher or the book when the teacher is reading a story aloud; sitting in circle time with peers; listening to a story read aloud; attending to objects the teachers while reading the story.

2 Follows directions that involve a series of actions.

RELATED S.C. STANDARDS

- **Demonstrate the ability to follow one- and two-step oral directions.**

RATIONALE

Students with significant cognitive disabilities can learn to follow directions even if their response to those directions is limited. Systematic instruction begins with a one-step direction and increases as appropriate.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow one-step oral directions upon request or with prompting.

EXAMPLES OF STUDENT PERFORMANCE

Sitting down when directed by the teacher; throwing trash from lunch away when finished eating; making eye contact when the teacher says "look at me"; using a computer to create captions for pictures; using a personal communication device to read list of words from story.

3 Speaks clearly and conveys ideas effectively.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.**
- **Demonstrate the ability to give one-step oral directions.**
- **Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns**
- **Begin telling and retelling stories and events in logical order.**
- **Begin using visual aids such as pictures to support and extend his or her meaning in oral presentations.**

RATIONALE

Students with significant cognitive disabilities can learn to utilize some form of communication.

EXAMPLE OF AN IEP OBJECTIVE

The student will express his or her wants and needs by using picture symbols.

EXAMPLES OF STUDENT PERFORMANCE

Asking to go to the bathroom by touching a picture of the toilet; expressing the need for a break from work by using a device with voice output that says "I need a break"; indicating hunger by using the sign for "eat"; recognizing the meaning of environmental signs; using a picture dictionary to determine the meaning of words.

4 Uses expanded vocabulary and languages for a variety of purposes.

RELATED S.C. STANDARDS

- **Demonstrate the ability to initiate conversation.**
- **Demonstrate the ability to participate in conversations and discussions by responding appropriately.**
- **Demonstrate the ability to take turns in conversations and stay on topic.**
- **Continue participating in creative dramatics.**

RATIONALE

Students with significant cognitive disabilities can communicate their wants and needs by requesting and rejecting objects or activities. Students with significant cognitive disabilities may use a variety of ways to communicate what they want.

EXAMPLE OF AN IEP OBJECTIVE

The student will use up to three different objects to request activities.

EXAMPLES OF STUDENT PERFORMANCE

Asking to go play by pointing to the soccer ball; asking to get a drink by giving the teacher the picture symbol that represents "I want a drink"; hitting a switch with voice output that says "I want music" when he or she wants to listen to music; eye gazing in the direction of the picture of the cafeteria on a communication board with two items when he or she is hungry.

B Reading

1 Shows interest in and knowledge about books and reading.

RELATED S.C. STANDARDS

- **Demonstrate an interest in reading-related activities such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.**
- **Demonstrate the ability to explore books independently.**
- **Continue identifying pictures and charts as sources of information.**
- **Begin gathering information from a variety of sources, including those accessed through** the use of technology**.**

RATIONALE

Students with significant cognitive disabilities can learn to appreciate and show interest in books and in listening to stories. Books and print are functional parts of a curriculum for students with significant cognitive disabilities.

EXAMPLE OF AN IEP OBJECTIVE

The student will answer a question about a story after the teacher has read it aloud.

EXAMPLES OF STUDENT PERFORMANCE

Requesting the book center when given a choice of centers; attending to the story by looking at the reader and the illustrations in the book; choosing a book for the teacher to read by giving the teacher a picture symbol; identifying the correct picture in the book when the teacher asks.

2 Shows some understanding of concepts about print.

RELATED S.C. STANDARDS

- **Demonstrate an understanding of the association between spoken and written words.**
- **Demonstrate the ability to understand how print is organized and read, using concepts about print.**
- **Demonstrate the ability to identify places where words are found, such as books, magazines, newspapers, and the Internet.**

RATIONALE

Students with significant cognitive disabilities can learn to use picture symbols, objects, or functional print to show understanding.

EXAMPLE OF AN IEP OBJECTIVE

The student will respond to the question "What is your name?" by using a form of communication.

EXAMPLES OF STUDENT PERFORMANCE

Identifying his or her written name by picking it out of a list of other students' names; responding to the question "What is your name?" by eye gazing in the direction of his or her name as the teacher holds it up; responding to the question "Is this your name?" by hitting switch with voice output that says "That is my name."

3 Demonstrates beginning phonemic awareness.

RELATED S.C. STANDARDS

- **Demonstrate the ability to identify and sort words by category and sound.**
- **Demonstrate the ability to blend sounds to make words.**
- **Demonstrate the ability to identify rhyming words.**

RATIONALE

Students with significant cognitive disabilities can recognize sound and tone of voice and can repeat sounds that they hear. (Signed words can be substitutes for sounds.)

EXAMPLE OF AN IEP OBJECTIVE

The student will repeat a sound during an activity.

EXAMPLES OF STUDENT PERFORMANCE

Taking turns in a group game; listening to a story on tape; acknowledging his or her name by turning toward the person who has said it; making attempts to vocalize; responding to a request made in sign language.

4 Knows letters, sounds, and how they form words.

RELATED S.C. STANDARDS

- **Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.**
- **Demonstrate the ability to recognize letter patterns in words.**
- **Demonstrate the ability to recognize some high-frequency words.**
- **Demonstrate the ability to recognize environmental print such as school and classroom labels.**
- **Continue recognizing that words are made up of letters and that letters make sounds.**

RATIONALE

Students with significant cognitive disabilities can identify and discriminate between different letters of the alphabet in order to read signs and other functional forms of printed matter.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify the first letter of his or her name.

EXAMPLES OF STUDENT PERFORMANCE

Responding verbally to the question "What letter is this?" matching the first letter of his or her name to letter on an alphabet strip; touching the first letter of his or her name when it appears in written form; identifying his or her name when the teacher asks the child a question.

5 Comprehends and responds to fiction and nonfiction text.

RELATED S.C. STANDARDS

- **Demonstrate the ability to respond to texts through a variety of methods such as creative dramatics, writing, and graphic art.**
- **Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in predictable books read independently.**
- **Demonstrate the ability to recognize some high-frequency words.**
- **Continue making connections to prior knowledge, other texts, and the world in response to texts read aloud.**

RATIONALE

Students with significant cognitive disabilities can attend to different types of texts.

EXAMPLE OF AN IEP OBJECTIVE

The student will hit a switch to advance a story reading read aloud by a computer.

EXAMPLES OF STUDENT PERFORMANCE

Listening to stories read aloud by the teacher or a computer; responding to stories read aloud or on audiotape (e.g., answering yes/no questions about a story); using a switch to identify common signs and logos (e.g., stop sign, restaurant chains); following one or two pictorial directions; locating pictures or objects relevant to a story.

C Writing

1 Represents stories through pictures, dictation, and play.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.**
- **Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.**
- **Continue choosing topics and generating ideas about which to write.**
- **Continue presenting his or her research findings in a variety of formats.**

RATIONALE

Students with significant cognitive disabilities can engage in pretend play and can demonstrate knowledge of a story through the use of sequencing pictures.

EXAMPLE OF AN IEP OBJECTIVE

The student will sequence pictures to tell a story.

EXAMPLES OF STUDENT PERFORMANCE

Putting pictures of a short story in correct sequence by eye gazing in the direction of the first picture and of each additional picture in the sequence; telling what happens first in the story by choosing from a communication board a picture that represents the story's beginning; using a switch to advance a story for others; pretending to cook and eat in the housekeeping center.

2 Uses letter-like shapes, symbols, letters, and words to convey meaning.

RELATED S.C. STANDARDS

- **Demonstrate the ability to copy or print letters and words, including his or her name.**

RATIONALE

Students with significant cognitive disabilities can use pictures, objects, and letters to represent meaning.

EXAMPLE OF AN IEP OBJECTIVE

The student will write his or her first name.

EXAMPLES OF STUDENT PERFORMANCE

Beginning to trace the first letters of his or her name; typing his or her name with a written model and prompting provided; beginning to recognize that stories have a beginning, middle, and end by matching a small number of objects, pictures, and/or drawings; beginning to explore available technology to support writing; identifying functional signs in the environment (e.g., a stop sign, a stop light, a children-playing sign); expressing a personal choice by using appropriate objects, pictures, or symbols; using a communication board to convey information.

3 Understands purposes for writing.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.**
- **Demonstrate the ability to write using a variety of formats.**

RATIONALE

Students with significant cognitive disabilities can learn to use various methods of communication to explain or inform (express wants and needs), although they may need technology supports to acquire this skill.

EXAMPLE OF AN IEP OBJECTIVE

The student will inform the teacher about his or her wants by using a personal communication device.

EXAMPLES OF STUDENT PERFORMANCE

Giving the teacher a picture that represents eating to say "I am hungry"; using eye gazing, a picture or photograph, a symbol, or an object to indicate a choice; using a switch to activate a personal communication device to greet others; using a switch to identify an object to convey a message.

III Mathematics

The focus in this domain is on children's approaches to mathematical thinking and problem solving. Emphasis is placed on how students acquire and use strategies to perceive, understand, and solve mathematical problems. Mathematics is about patterns and relationships and about seeking multiple solutions to problems. In this domain, the content of mathematics (concepts and procedures) is stressed, but the larger context of understanding and application (knowing and doing) is also of great importance.

A Mathematical processes

1 Uses and explains strategies to solve mathematical problems.

RELATED S.C. STANDARDS

- **Using concrete materials, construct addition and subtraction models.**
- **Combine two sets of objects and count the result.**
- **Given a set of objects, remove some and then count the result.**
- **Add and subtract whole numbers using up to ten concrete items.**
- **Relate the operation of addition to increase in quantity and subtraction to decrease in quantity.**

RATIONALE

Students with significant cognitive disabilities can learn to use concrete materials during daily instruction to represent a group of objects or a one-to-one correspondence.

EXAMPLE OF AN IEP OBJECTIVE

The student will demonstrate one-to-one correspondence using manipulatives.

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing in the direction of the picture of one ball to indicate that the teacher is holding up one ball; using a number line on a communication board to count manipulatives; making a one-to-one correspondence between money and candy on a number line (e.g., one candy and one coin); selecting the appropriate quantity for a given situation (e.g., one tray from the cafeteria, one book from a shelf, two crayons from a box, one drink from a restaurant); selecting the appropriate quantity of an item (e.g., materials, food, dining utensils) to match the number of people to whom the item will be distributed.

2 Uses words and representations to describe mathematical ideas.

RELATED S.C. STANDARDS

- **Discuss and explain how numerals are used in the environment (e.g., house numbers, phone numbers, dates).**
- **Use language such as *less than*, *more than*, or *the same number as* to describe the relative sizes of sets of concrete objects.**

RATIONALE

Students with significant cognitive disabilities can learn to use picture symbols or objects to represent amounts.

EXAMPLE OF AN IEP OBJECTIVE

The student will correctly identify a picture symbol to match to a specified quantity.

EXAMPLES OF STUDENT PERFORMANCE

Using picture symbols to count the number of cookies for a snack; showing values of coins with picture symbols or real money; using a picture symbol or gesture to indicate when "more" is needed.

B Number and operations

1 Shows understanding of number and quantity.

RELATED S.C. STANDARDS

- **Given a set containing 10 or fewer concrete items, tell how many are in a set by counting the number of items orally using 1:1 correspondence.**
- **Count forward to 20 and backward from 10.**
- **Identify the numeral that matches a quantity (1–10).**

RATIONALE

Students with significant cognitive disabilities can learn to count and to identify numbers by using concrete objects.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify the numbers 1, 2, and 3.

EXAMPLES OF STUDENT PERFORMANCE

Counting aloud from 1 to 3; eye gazing in the direction of the number 2 when told "find number 2"; giving the number card 3 when it is requested; using a personal communication device to count from 1 to 3.

2 Shows emerging understanding of relationship between quantities.

RELATED S.C. STANDARDS

- **Given a set of 10 or fewer concrete items, identify and describe one set as having more, fewer, or the same number of members as the other set.**
- **Identify the positions first through tenth using an ordered set of objects.**

RATIONALE

Students with significant cognitive disabilities can learn the concept of "one more" and can learn to use one-to-one correspondence.

EXAMPLE OF AN IEP OBJECTIVE

The student will express a need for "one more."

EXAMPLES OF STUDENT PERFORMANCE

Identifying a need for wanting one more cookie by pointing to the cookie; indicating if a group has more by signing "yes" or "no" when the teacher asks "Does this group have more?"; eye gazing in the direction of the correct group the teacher asks "Which group has more?"

3 [Makes reasonable estimates of quantities and checks for accuracy.] No Kindergarten equivalency.

C Patterns, relationships, and functions

1 Sorts objects into subgroups, classifying and comparing according to a rule.

RELATED S.C. STANDARDS

- **Divide a set of objects into equal groups.**
- **Sort and classify objects by one attribute (size, shape, and color).**
- **Sort and classify objects by more than one attribute (size, shape, and color).**
- **Order objects by size, quantity, and other properties.**
- **Compare, sort, and group objects by a given attribute.**

RATIONALE

Students with significant cognitive disabilities can learn to match and to sort concrete objects by attributes such as size, shape, and color.

EXAMPLE OF AN IEP OBJECTIVE

The student will sort objects by color.

EXAMPLES OF STUDENT PERFORMANCE

Sorting items by color after being given a model; eye gazing in the direction of each manipulative to identify a grouping as the teacher sorts objects; telling the teacher where each item goes during sorting activity, either verbally or by using a personal communication device.

2 Recognizes, duplicates, and extends patterns.

RELATED S.C. STANDARDS

- **Identify, describe, and extend a repeating relationship (pattern) found in common objects, numerals, sounds, and movements.**
- **Construct two-part and three-part patterns.**
- **Determine a rule for repeating and growing patterns.**
- **Recall the configuration of dots on dominoes or name objects seen briefly.**
- **Connect geometrical patterns and their relationships with other aspects of mathematics and with other disciplines.**

RATIONALE

Students with significant cognitive disabilities can learn to extend their existing patterns to new daily activities.

EXAMPLE OF AN IEP OBJECTIVE

The student will demonstrate understanding by indicating the next step in a patterned sequence.

EXAMPLES OF STUDENT PERFORMANCE

Looking at the correct picture symbol for the next activity in a picture schedule; pointing to a picture symbol that indicates the next step; identifying an object that goes next when extending a pattern on a pattern board.

D Geometry and spatial relations

1 Recognizes attributes of shapes and relationship among shapes.

RELATED S.C. STANDARDS

- **Identify, model, and draw two-dimensional geometric shapes (circle, square, triangle, rectangle).**
- **Identify, sort, and classify two-dimensional geometric shapes according to their attributes (size, shape, color).**
- **Identify examples of three-dimensional shapes seen in the environment (cube, sphere, cone, cylinder).**
- **Identify and describe objects in the environment that depict geometric figures (triangle, rectangle, square, and circle).**
- **Locate two-dimensional shapes on parts of three-dimensional objects.**
- **Combine and subdivide geometric shapes and discuss the results (square, rectangle, triangle, circle).**

RATIONALE

Students with significant cognitive disabilities can learn to identify and recognize shapes that are used in routine instruction.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify a simple shape (e.g., a circle).

EXAMPLES OF STUDENT PERFORMANCE

Giving the teacher a picture symbol of a circle when the teacher says "Show me the circle"; identifying environment signs with different shapes; sorting three-dimensional objects.

2 Shows understanding of and uses direction, location, and positional words.

RELATED S.C. STANDARDS

- **Use positional words to describe the location of objects (*near, far, up, down, below, above, beside, next to, between, over*, *under*).**
- **Identify and describe shapes in the world that show symmetry across a line (nature, art, the human body).**

RATIONALE

Students with significant cognitive disabilities can learn positional vocabulary as they develop spatial awareness and a recognition of symmetry and balance. Through discovery, experimentation, and experience, they can understand direction ("which way?"), distance ("how far?"), and location ("where?").

EXAMPLE OF AN IEP OBJECTIVE

The student will look for an object when given directional cues.

EXAMPLES OF STUDENT PERFORMANCE

Pointing to an object on the table; placing the ball in the box; looking at the item under the chair; putting a book in his or her cubby.

E Measurement

1 Orders, compares, and describes objects by size, length, capacity, and weight.

RELATED S.C. STANDARDS

- **Identify the attributes of length, volume, weight, area, and time by using manipulatives.**
- **Compare the size (larger/smaller) and shape of plane geometric figures (circles, triangles, squares, rectangles).**
- **Compare the relative size of objects as bigger, smaller, or the same.**
- **Compare two objects by using direct comparisons according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), and time (longer, shorter).**
- **Order objects by length, height, and weight.**

RATIONALE

Students with significant cognitive disabilities can identify which object is big or small or can begin to measure quantities to complete a recipe.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify which one of two objects is the bigger.

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing and reaching toward the item that is bigger (e.g., the basketball rather than the marble) when the teacher asks "Which one is bigger?"

2 Explores and uses common instruments for estimating and measuring during work or play.

RELATED S.C. STANDARDS

- **Use nonstandard linear measures (fingers, hands, feet, and arms).**
- **Use nonstandard measures to explore the area of everyday objects.**
- **Compare quantities using nonstandard units of capacity.**
- **Identify the instruments used to measure length (ruler), weight (scale), time (digital and analog clocks), day, month, and season (calendar), and temperature (thermometer).**
- **Use appropriate units of linear measure (e.g., foot rulers, yard tape measures).**
- **Make and use estimates of measurements.**
- **Identify a penny, nickel, dime, quarter, and dollar.**

RATIONALE

Students with significant cognitive disabilities can explore their environment and respond to certain changes in that environment. One-to-one correspondence is taught through direct instruction.

EXAMPLE OF AN IEP OBJECTIVE

The student will use a measuring cup and complete a recipe.

EXAMPLES OF STUDENT PERFORMANCE

Measuring ingredients for a recipe; matching a picture symbol with a coin; telling time to the hour by using a clock.

3 Shows awareness of time concepts.

RELATED S.C. STANDARDS

- **Compare two objects by using direct comparisons according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), and time (longer, shorter).**
- **Tell time to the hour by using analog and digital clocks.**
- **Identify the relationship between the minute hand and the hour hand on an analog clock.**
- **Use a calendar to do the following:**
  - **read and write numerals to 31,**
  - **identify the day and the date,**
  - **identify the days of the week,**
  - **identify the months of the year, and**
  - **identify "yesterday," "today," and "tomorrow."**

RATIONALE

Students with significant cognitive disabilities can learn time concepts such as anticipating events and following a class schedule.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow a picture schedule.

EXAMPLES OF STUDENT PERFORMANCE

Looking at a schedule to see "what comes next"; attending to the schedule as the teacher reviews it; activating a personal communication device to tell "what comes next."

F Data collection and probability

1 Collects data and makes records using lists or graphs.

RELATED S.C. STANDARDS

- **Collect data related to familiar experiences.**
- **Display information by using object graphs, pictorial graphs, and tables.**
- **Interpret information on a graph.**

RATIONALE

Students with significant cognitive disabilities can gather and understand information by using pictures or other by means of recording information.

EXAMPLE OF AN IEP OBJECTIVE

The student will create a list using picture symbols.

EXAMPLES OF STUDENT PERFORMANCE

Placing picture symbols of a particular event on a communication board; making a shopping list with picture symbols; answering questions about a personal experience by using picture symbols.

2 [Makes predictions based on data.] No Kindergarten equivalency.

First Grade Guidelines

I Personal and Social Development

This domain emphasizes emotional and social competence. A teacher learns about children's emotional development—their sense of responsibility to themselves and others, how they feel about themselves and view themselves as learners—through ongoing observation, conversations with children, and information from family members. Teachers learn about children's social competence by interacting with them, observing their interactions with other adults and peers, and watching how they make decisions and solve social problems.

A Self concept

1 Demonstrates self-confidence.

RATIONALE

Students with significant cognitive disabilities can demonstrate social and emotional development through systematic instruction. This concept can be taught although the end result may vary greatly from student to student.

EXAMPLE OF AN IEP OBJECTIVE

The student will demonstrate self-confidence by giving personal information such as his or her name, age, and gender.

EXAMPLES OF STUDENT PERFORMANCE

Verbally giving his or her name upon request; telling his or her age by holding up a number card the teacher asks "How old are you?"; touching a picture of a boy or girl to represent knowledge of his or her gender; giving personal information by using a personal communication device when asked to provide such information; choosing a peer with whom to work or play.

2 Shows initiative and self-direction.

RATIONALE

Students with significant cognitive disabilities can learn to make choices and finish tasks. Students with significant cognitive disabilities need to be able to make choices in order to control their environment.

EXAMPLE OF AN IEP OBJECTIVE

The student will begin a task without direction or assistance.

EXAMPLES OF STUDENT PERFORMANCE

Working on a project from start to finish without redirection and/or assistance; choosing a desired object or activity without prompting; completing a task such as sorting by color without assistance; beginning work immediately without redirection and/or assistance; choosing a color spontaneously and finishing a coloring assignment without prompting.

B Self control

1 Follows classroom rules and routines.

RATIONALE

Students with significant cognitive disabilities are able to follow schedules in their daily activities.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow a classroom routine.

EXAMPLES OF STUDENT PERFORMANCE

Getting ready to go outside after lunch; taking his or her turn to pick out a book during reading circle time; beginning work immediately without redirection and/or assistance.

2 Uses materials purposefully and respectfully.

RATIONALE

Students with significant cognitive disabilities can learn to be thoughtful and respectful of materials and can learn to use materials purposefully with teacher direction.

EXAMPLE OF AN IEP OBJECTIVE

The student will put books back on the shelf.

EXAMPLES OF STUDENT PERFORMANCE

Holding an object that is placed in his or her hands; playing with objects appropriately; marking objects with a marker or bingo stamper; organizing work materials; putting away work materials when finished with a task.

3 Manages transitions and adapts to new places and events.

RATIONALE

Students with significant cognitive disabilities make transitions and can learn methods to adapt to change.

EXAMPLE OF AN IEP OBJECTIVE

The student will participate in the class field trip.

EXAMPLES OF STUDENT PERFORMANCE

Going from a desirable activity to a less desirable activity without resistance; working with school therapists cooperatively; moving from the classroom to other rooms in the school without disruption to others.

C Approaches to learning

1 Shows eagerness and curiosity as a learner.

RATIONALE

Students with significant cognitive disabilities show eagerness and curiosity. Teachers can find motivating factors and provide opportunities for students to express themselves.

EXAMPLE OF AN IEP OBJECTIVE

The student will look to see what the teacher has when the teacher says "guess what I have."

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing in the direction of a new manipulative presented by the teacher; peeking into a bag that has the new object; smiling, verbalizing, and/or exhibiting excitement in other ways when engaging in a favorite activity; responding to reinforcement and using body movement and other physical gestures to request to continue working.

2 Sustains attention to work over a period of time.

RATIONALE

Students with significant cognitive disabilities can learn to sustain their attention in order to complete tasks.

EXAMPLE OF AN IEP OBJECTIVE

The student will remain seated during the circle time for up to fifteen minutes without direction.

EXAMPLES OF STUDENT PERFORMANCE

Remaining focused on a task whether or not there is successful completion of that task; being willing to ask for help verbally or through a personal communication device.

3 Approaches tasks with flexibility and inventiveness.

RATIONALE

Students with significant cognitive disabilities can demonstrate independence and novel solutions in completing a task.

EXAMPLE OF AN IEP OBJECTIVE

The student will request a book using a picture symbol.

EXAMPLES OF STUDENT PERFORMANCE

Choosing material of various textures during an activity; asking the teacher for assistance; using picture symbols or a personal communication device to request objects that are out of reach.

D Interaction with others

1 Interacts easily with peers.

RATIONALE

Students with significant cognitive disabilities can learn to interact with their peers and can develop meaningful relationships with them.

EXAMPLE OF AN IEP OBJECTIVE

The student will interact with nondisabled peers in inclusive settings (e.g., classroom, cafeteria, playground).

EXAMPLES OF STUDENT PERFORMANCE

Greeting peers by waving hello when he or she arrives to school; taking turns while playing cooperatively with other peers, verbally or by using a personal communication device; eye gazing in the direction of a peer who is speaking; showing affection to a peer by giving a hug or shaking hands.

2 Interacts easily with adults.

RATIONALE

Students with significant cognitive disabilities can learn to interact with teachers and other adults and can develop meaningful relationships with them.

EXAMPLE OF AN IEP OBJECTIVE

The student will greet the librarian by using picture symbols.

EXAMPLES OF STUDENT PERFORMANCE

Using a picture of a smile to say hello to the librarian upon entering the library; responding to an offer of a handshake from the principal; following directions given by the school secretary; eye gazing in the direction of the custodian when that individual tells him or her good-bye.

3 Participates in the group life of the class.

RATIONALE

Students with significant cognitive disabilities can learn to show a sense of community by contributing ideas, sharing knowledge of classroom routines, and following rules in a group games and activities.

EXAMPLE OF AN IEP OBJECTIVE

The student will answer questions during a class activity.

EXAMPLES OF STUDENT PERFORMANCE

Participating as an audience member when someone is sharing a story; eye gazing or using gestures to join in a sing-along; taking turns during a game.

4 Shows empathy and caring for others.

RATIONALE

Students with significant cognitive disabilities can respond to the feelings and actions expressed by others. Repetition and opportunity to practice this skill are important.

EXAMPLE OF AN IEP OBJECTIVE

The student will reciprocate a smile.

EXAMPLES OF STUDENT PERFORMANCE

Smiling to acknowledge someone; showing a new student favorite areas in the classroom; preferring to be near teachers and peers.

E Social problem-solving

1 Uses simple strategies to make social decisions and solve problems.

RATIONALE

Students with significant cognitive disabilities can seek help from other students. Students should be able to communicate their need for help.

EXAMPLE OF AN IEP OBJECTIVE

The student will ask for help by holding up a picture card.

EXAMPLES OF STUDENT PERFORMANCE

Using a picture symbol, gesture, or personal communication device to seek interaction with others; holding a picture card that represents "help" or other similar requests.

II English Language Arts

This domain organizes the language and literacy skills needed to understand and convey meaning into three components: Communication, Reading, and Writing. At this age, research skills are embedded into these three components. Students acquire proficiency in this domain through extensive experience with language, print, and literature in a variety of contexts. Over time, students learn to construct meaning, make connections to their own lives, and gradually begin to critically analyze and interpret what they hear, observe, and read. They begin to effectively communicate orally and in writing for different audiences and purposes.

A Communication

1 Gains meaning by listening.

RELATED S.C. STANDARDS

- **Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.**
- **Demonstrate the ability to listen for meaning in conversations and discussions.**
- **Demonstrate the ability to listen and respond to various types of literature read aloud.**
- **Demonstrate the ability to listen for main ideas.**
- **Demonstrate the ability to recognize nonprint sources.**
- **Demonstrate the ability to make connections between the content of nonprint sources and his or her prior knowledge, other sources, and the world.**
- **Continue organizing information on the basis of observation.**

RATIONALE

Students with significant cognitive disabilities can gain understanding through listening. They show interest in things and are able to attend to lessons with systematic teaching.

EXAMPLE OF AN IEP OBJECTIVE

The student will respond to questions about a story by using signs, gestures, eye gazing, and/or assistive technology.

EXAMPLES OF STUDENT PERFORMANCE

Responding to the question "What was this story about?" by pointing or eye gazing in the direction of the title page; after the teacher has read the book *Brown Bear, Brown Bear, What Do You See?* aloud, answering the question "What is it?" when the teacher points to each of the animals; responding to the question "What was your favorite part in the story?" by turning to the page of the most interest.

2 Follows multistep directions.

RELATED S.C. STANDARDS

- **Demonstrate the ability to follow one- and two-step oral directions.**

RATIONALE

Students with significant cognitive disabilities can learn to follow directions even if their response to those directions is limited. Systematic instruction begins with a one-step direction and increases as appropriate.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow two-step oral directions.

EXAMPLES OF STUDENT PERFORMANCE

Participating in the story by using a personal communication device or verbalization; eye gazing or using picture symbols to make a choice of items; pushing the chair back up to the table and throwing trash away; cleaning up a center and then going to sit at the group table when given the direction to do so.

3 Speaks clearly and conveys ideas effectively.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.**
- **Demonstrate the ability to give one- and two-step oral directions.**
- **Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.**
- **Demonstrate the ability to tell and retell stories and events in logical order.**
- **Continue using visual aids such as pictures to support and extend his or her meaning in oral presentations.**

RATIONALE

Students with significant cognitive disabilities can learn to utilize some form of communication.

EXAMPLE OF AN IEP OBJECTIVE

The student will express wants and needs by using signs, gestures, picture symbols, eye gazing, or assistive technology.

EXAMPLES OF STUDENT PERFORMANCE

Asking to go to the bathroom by touching a picture of the toilet; expressing the need for a break from work by using a device with voice output that says "I need a break"; indicating hunger by using the sign for "eat"; beginning to recognize environmental signs, symbols, pictures, and words; beginning to identify places where words are found (e.g., signs, books, newspapers); beginning to use personal and picture dictionaries to determine the meanings of words.

4 Uses expanded vocabulary and language for a variety of purposes.

RELATED S.C. STANDARDS

- **Demonstrate the ability to initiate conversation.**
- **Demonstrate the ability to participate in conversations and discussions by responding appropriately.**
- **Demonstrate the ability to take turns in conversations and stay on topic.**
- **Demonstrate the ability to participate in creative dramatics.**

RATIONALE

Students with significant cognitive disabilities can learn to communicate wants and needs by requesting and rejecting objects or activities. Students with significant cognitive disabilities use a variety of ways to communicate what they want.

EXAMPLE OF AN IEP OBJECTIVE

The student will use up to three different vocabulary words (picture symbols) to request activities.

EXAMPLES OF STUDENT PERFORMANCE

Asking to go play by using the sign for "play"; asking to get a drink by giving the teacher the picture symbol that represents "I want a drink"; hitting a switch with the voice output that says "I want music" when he or she wants to listen to music; eye gazing in the direction of the picture of people eating, as opposed to the picture of children playing, to indicate that he or she is hungry.

B Reading

1 Shows interest in books and reading.

RELATED S.C. STANDARDS

- **Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.**
- **Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.**
- **Continue gathering information from a variety of sources, including those accessed through the use of technology.**

RATIONALE

Students with significant cognitive disabilities can show interest in books and in listening to stories. Books and print are functional parts of a curriculum for students with significant cognitive disabilities even if they do not learn specific skills associated with reading.

EXAMPLE OF AN IEP OBJECTIVE

The student will show an interest in a book during reading time.

EXAMPLES OF STUDENT PERFORMANCE

Requesting the book center when given a choice of centers; attending to the story by looking at the reader and the illustrations in the book; choosing a book for the teacher to read by giving the teacher a picture symbol; identifying the correct picture in the book when asked for by the teacher; asking for a book to be read repeatedly by eye gazing toward the book.

2 Shows understanding of concepts about print.

RELATED S.C. STANDARDS

- **Demonstrate the ability to recognize that words are made up of letters and that words make sentences.**
- **Demonstrate the ability to understand how print is organized and read, using concepts about print.**
- **Demonstrate the ability to identify the title and author of a text.**

RATIONALE

Students with significant cognitive disabilities can show interest in books and in listening to stories. Books and print are functional parts of a curriculum for students with significant cognitive disabilities even if they do not learn some specific skills associated with reading.

EXAMPLE OF AN IEP OBJECTIVE

The student will show increased knowledge about print by holding a book right side up.

EXAMPLES OF STUDENT PERFORMANCE

Correcting the angle of the book verbally or by eye gaze; signaling to the teacher that the next activity should begin; eye gazing in the direction of the picture schedule to determine "what comes next"; beginning to put pictures in sequential order.

3 Demonstrates phonemic awareness.

RELATED S.C. STANDARDS

- **Demonstrate the ability to identify and sort common words by category and sound.**
- **Demonstrate the ability to blend sounds to make words.**
- **Demonstrate the ability to identify rhyming words.**

RATIONALE

Students with significant cognitive disabilities can recognize sound and tone of voice and can repeat sounds that they hear. (Signed words can be substitutes for sounds.)

EXAMPLE OF AN IEP OBJECTIVE

The student will imitate a sound (sign) heard during a group song.

EXAMPLES OF STUDENT PERFORMANCE

Repeating a sound (sign) heard in class or during a song; turning toward speaker when his or her name is said; making attempts to vocalize.

4 Decodes unfamiliar words, and uses various strategies to construct meaning from print.

RELATED S.C. STANDARDS

- **Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.**
- **Demonstrate the ability to recognize environmental print and high-frequency words.**
- **Demonstrate the ability to read and recognize compound words.**
- **Demonstrate the ability to use personal and picture dictionaries to determine the meanings of unfamiliar words; begin using a thesaurus to find alternate word choices**
- **Demonstrate the ability to use a variety of strategies to derive meaning from texts.**

RATIONALE

Students with significant cognitive disabilities can learn to identify and discriminate between different letters (or symbols) of the alphabet in order to be able to read signs and other functional forms of printed matter.

EXAMPLE OF AN IEP OBJECTIVE

The student will point to a picture on a schedule to identify an activity.

EXAMPLES OF STUDENT PERFORMANCE

Identifying the word "stop" by locating a picture symbol of a stop sign; discriminating between the words "men" and "women" by locating the symbol on the restroom door; pointing to a picture on a schedule to begin preparing for snack time.

5 Comprehend and interprets fiction and nonfiction text.

RELATED S.C. STANDARDS

- **Demonstrate the ability to retell stories.**
- **Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.**
- **Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts, and the world.**
- **Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.**
- **Demonstrate the ability to determine cause and effect in texts read aloud or independently.**
- **Demonstrate the ability to categorize and classify ideas.**
- **Begin recalling details in texts read independently.**
- **Begin asking and answering questions about texts read independently.**
- **Begin following one-step written directions to complete a task.**
- **Begin using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.**

RATIONALE

Students with significant cognitive disabilities can learn to attend to different types of texts and often can use graphic representations as a way of organizing information.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow a visual schedule.

EXAMPLES OF STUDENT PERFORMANCE

Getting ready to go to lunch by following a picture schedule; identifying common signs and logos (e.g., stop sign, restaurant-chain logo); following pictorial directions; pointing to pictures or objects relevant to a story.

C Writing

1 Uses writing strategies to convey ideas.

RELATED S.C. STANDARDS

- **Demonstrate the ability to choose a topic and generate ideas about which to write.**
- **Demonstrate the ability to generate drafts, using words and pictures that focus on a topic and include relevant and supportive details.**
- **Demonstrate the ability to generate drafts using words and pictures that focus on a topic and that include relevant details**
- **Continue organizing information on the basis of observation.**
- **Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.**
- **Begin using prewriting strategies.**

RATIONALE

Students with significant cognitive disabilities can learn to use a sequence of pictures to demonstrate their knowledge of a story.

EXAMPLE OF AN IEP OBJECTIVE

The student will point to a picture to answer a question about a story.

EXAMPLES OF STUDENT PERFORMANCE

Telling what happens first in the story by choosing a picture that represents the beginning from a communication board; using a switch to advance a story for others; pretending to cook and eat in the housekeeping center; putting pictures of a short story in correct sequence by eye gazing in the direction of the first picture and of each additional picture in correct sequence.

2 Recognizes and uses basic convention of print and spelling.

RELATED S.C. STANDARDS

- **Demonstrate the ability to print legibly.**
- **Demonstrate the ability to revise writing for details with peer or teacher support.**
- **Demonstrate the ability to edit for language conventions such as spelling, capitalization, and punctuation with peer or teacher support.**

RATIONALE

Students with significant cognitive disabilities can learn to represent their name.

EXAMPLE OF AN IEP OBJECTIVE

The student will recognize a card with his or her name on it.

EXAMPLES OF STUDENT PERFORMANCE

Typing his or her first and last names using an assistive technology device; communicating with other students, teachers, or other individuals by using objects, symbols, pictures, drawings, and/or words; identifying functional signs in the environment (e.g., a stop sign, a stop light, a children-playing sign); demonstrating the use of symbols, objects, or other representations of activities and actions; using a communication board to show information and to communicate information.

3 Writes for different purposes.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use oral and written language to explain and inform.**
- **Demonstrate the ability to write in a variety of formats.**
- **Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.**
- **Begin asking questions to guide his or her topic selection.**

RATIONALE

Students with significant cognitive disabilities can learn to use various methods of communication to explain or inform (express wants and needs) and may typically need support to acquire this skill.

EXAMPLE OF AN IEP OBJECTIVE

The student will inform the teacher of what they want by using a personal communication device.

EXAMPLES OF STUDENT PERFORMANCE

Saying "I want a book" by using a personal communication device; identifying functional signs in the environment (e.g., a stop sign, a stop light, a children-playing sign); using eye gazing, picture, symbols, or objects to indicate a choice of items to purchase at a store.

III Mathematics

The focus in this domain is on children's approaches to mathematical thinking and problem solving. Emphasis is placed on how students acquire and use strategies to perceive, understand, and solve mathematical problems. Mathematics is about patterns and relationships and about seeing multiple solutions to problems. In this domain, the content of mathematics (concepts and procedures) is stressed, but the larger context of understanding and application (knowing and doing) is also of great importance.

A Mathematical processes

1 Uses and explains strategies to solve mathematical problems.

RELATED S.C. STANDARDS

- **Demonstrate concretely and symbolically the meaning of one-digit and two-digit addition and subtraction.**
- **Solve story and picture problems using one-step solutions and basic addition facts with sums up to 18 and corresponding subtraction facts.**
- **Identify inverse relationships between addition and subtraction facts (fact families).**
- **Recognize that the equals sign (=) indicates that the quantities on each side are equivalents.**

RATIONALE

Students with significant cognitive disabilities can learn to use concrete materials during daily instruction to represent a group of objects or a one-to-one correspondence.

EXAMPLE OF AN IEP OBJECTIVE

The student will demonstrate the concept of counting while getting dressed.

EXAMPLES OF STUDENT PERFORMANCE

Counting the number of socks (i.e., two) needed for getting dressed; eye gazing in the direction of an article of clothing that he or she needs; showing "more," "less," and "same" by using manipulatives or eye gazing.

2 Communicates and represents mathematical thinking.

RELATED S.C. STANDARDS

- **Describe pairs of numerals each less than 100 using the words *is greater than*, *is less than*, and *equals*.**
- **Construct representations of number combinations up to 10 (e.g., number stories, equations, pictures).**
- **Use concrete and pictorial models to develop an understanding of the concepts of addition and subtraction of whole numbers.**
- **Describe the change in one attribute over time.**
- **Apply a knowledge of relative position to objects in space through conversations, demonstrations, and stories.**

RATIONALE

Students with significant cognitive disabilities can learn to use concrete materials during daily instruction to represent a group of objects or a one-to-one correspondence.

EXAMPLE OF AN IEP OBJECTIVE

The student will show a need for "one."

EXAMPLES OF STUDENT PERFORMANCE

Distributing cookies (with physical assistance as appropriate), one for each student; responding to groups of objects by using a switch to request that "one more" should be added.

B Number and operations

1 Shows understanding of number and quantity.

RELATED S.C. STANDARDS

- **Given a set of 10 to 100 objects, tell how many items there are by using 1:1 correspondence.**
- **Represent up to three-digit numerals using various concrete and pictorial models.**
- **Read whole numbers from a number line labeled from 0 to 180 (180 school days).**
- **Write the numeral that corresponds to a given set up to 100.**
- **Write in words whole numbers through 10.**
- **Determine the total value of a collection of pennies, nickels, and dimes (not to exceed 100 cents).**
- **Find money equivalencies in a given amount.**

RATIONALE

Students with significant cognitive disabilities can learn to count and identify numbers by using concrete objects.

EXAMPLE OF AN IEP OBJECTIVE

The student will count up to 5 specific objects.

EXAMPLES OF STUDENT PERFORMANCE

Counting aloud from 1 to 5; eye gazing in the direction of the number 3 asked "Find number 3"; giving the number card 4 when it is requested; using a personal communication device to count from 1 to 5.

2 Shows understanding of relationships and quantities.

RELATED S.C. STANDARDS

- **Compare the magnitudes of three given quantities (a one-digit numeral, a two-digit numeral, and a three-digit numeral).**
- **Identify the positions first through twentieth, using an ordered set of objects.**
- **Identify and represent 1/4, 1/3, and 1/2 of a whole using concrete and pictorial models.**
- **Sequence random numerals between 1 and 100.**

RATIONALE

Students with significant cognitive disabilities can learn to extend on the concept of "more" and "less" by using concrete manipulatives.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify a group that has "more" of a set of objects than another group has.

EXAMPLES OF STUDENT PERFORMANCE

Pointing to the correct group when asked which group has "more" in it; identifying the group that has the "most" in it by putting the picture symbol that represents "most" in front of that group.

3 Makes reasonable estimates of quantities and checks for accuracy.

RELATED S.C. STANDARDS

- **Estimate the number of objects in a set of from 5 to 20 objects.**
- **Determine the most reasonable answer for an addition or subtraction problem.**
- **Compare and contrast estimates of measurement to actual findings.**

RATIONALE

Students with significant cognitive disabilities can learn to extend the concept of "more" and "less" to a variety of situations and can learn to check their estimates of quantity for accuracy.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify the appropriate number of objects needed.

EXAMPLES OF STUDENT PERFORMANCE

Looking at picture symbols for a recipe and finding the ingredients; using eye gazing to identify a quantity needed; using body movement to indicate when a certain quantity has been dispensed.

C Patterns, relationships, and functions

1 Sorts, classifies, and orders objects on the basis of several attributes.

RELATED S.C. STANDARDS

- **Sort and classify concrete objects according to one or more attributes including color, size, shape, and thickness.**
- **Sort two- and three-dimensional models given prescribed criteria.**
- **Compare, sort, and group objects by observable attributes.**

RATIONALE

Students with significant cognitive disabilities can learn to match and to sort concrete objects by attributes such as size, shape, and color.

EXAMPLE OF AN IEP OBJECTIVE

The student will sort objects by two attributes.

EXAMPLES OF STUDENT PERFORMANCE

Sorting objects by color after being given a model; eye gazing in the direction of each manipulative to identify groupings as the teacher sorts objects; telling the teacher where each item goes during a sorting activity, either verbally or by using a personal communication device.

2 Makes, copies, and extends patterns.

RELATED S.C. STANDARDS

- **Using symbols and objects, identify and create and extend a wide variety of patterns.**
- **Use letters to represent a created pattern (e.g., ABC, ABC).**
- **Create a repeating or growing pattern.**
- **Identify missing numerals and elements in a pattern or sequence.**
- **Find and identify geometric patterns in real-world settings (tile floors, sidewalks, art).**
- **Reproduce collections of shapes and dot configurations after viewing them briefly.**

RATIONALE

Students with significant cognitive disabilities can learn to extend their existing patterns in daily activities or can copy the steps of a task when given an appropriate model.

EXAMPLE OF AN IEP OBJECTIVE

The student will indicate the next step in an activity.

EXAMPLES OF STUDENT PERFORMANCE

Using a device with voice output to indicate the next step during a game; looking at the correct picture symbol for the next activity in a picture schedule; pointing to a picture symbol that indicates the next step; identifying an object that goes next while extending a pattern on a pattern board.

D Geometry and spatial relations

1 Recognizes attributes of shapes and relationship among shapes.

RELATED S.C. STANDARDS

- **Describe and draw two-dimensional geometric shapes and match plane figures to the appropriate name (circle, square, triangle, rectangle).**
- **Recognize three-dimensional shapes (cube, cone, cylinder, sphere, rectangular prism).**
- **Draw, describe, and order triangles, squares, rectangles, and circles according to the number of sides, corners, and square corners.**
- **Recognize geometric shapes in different positions.**
- **Identify and describe geometry in the environment, including applications in science, art, and architecture.**

RATIONALE

Students with significant cognitive disabilities can learn to identify and recognize shapes that are used in routine instruction.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify a simple shape (e.g., a circle).

EXAMPLES OF STUDENT PERFORMANCE

Giving the teacher a picture symbol of a circle when asked "Show me the circle"; identifying environmental signs with different shapes; sorting three-dimensional objects.

2 Explores and solves spatial problems using manipulatives and drawings.

RELATED S.C. STANDARDS

- **Identify locations on a pictorial map using the positional words *next to, beside, between,* and *across*.**
- **Draw lines of symmetry through shapes to divide them into congruent shapes.**
- **Draw geometric objects based on a mental image.**

RATIONALE

Students with significant cognitive disabilities can develop a sense of order, design, and spatial organization as they create drawings, build with blocks, and use math manipulatives. Hands-on experiences that allow them to move in physical space and arrange and describe objects in space help them learn about location ("where?"), distance ("how far?"), and direction ("which way?").

EXAMPLE OF AN IEP OBJECTIVE

The student will read and follow a picture map.

EXAMPLES OF STUDENT PERFORMANCE

Using a picture map to locate the school office; taking a book from the classroom to the library; leading the lunch line to the cafeteria; hitting a switch in front of a particular picture in a picture schedule when the teacher asks "Where do you want to go today?"

E Measurement

1 Compares and describes objects by length, capacity, and weight.

RELATED S.C. STANDARDS

- **Compare/contrast two different units of length used to measure the same object.**
- **Compare objects to identify longer, longest, taller, tallest, smaller, smallest, shorter, shortest, and so forth.**
- **Compare the volumes of two or more containers.**
- **Compare the weights of two objects using a balance scale.**

RATIONALE

Students with significant cognitive disabilities can learn to identify which object is big or small or can begin to measure quantities to complete a recipe.

EXAMPLE OF AN IEP OBJECTIVE

The student will identify which object is the bigger in a set of two objects.

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing in the direction of the item that is bigger (e.g., the basketball rather than the marble) when the teacher asks "Which one is bigger?"

2 Uses simple tools and techniques to measure with nonstandard and standard units.

RELATED S.C. STANDARDS

- **Use nonstandard units to measure the length of an object. (Example: How many jelly beans long is this piece of string?)**
- **Measure the length of an object in whole inches.**
- **Measure the length of an object in whole centimeters.**
- **Read temperatures using Fahrenheit thermometers.**
- **Identify the correct usage of the cent symbol (¢), dollar symbol ($), and decimal point (.).**
- **Relate measurements to other aspects of mathematics and to other disciplines.**

RATIONALE

Students with significant cognitive disabilities can explore their environment and respond to certain changes in that environment. They can learn to use various objects in the environment to represent one-to one correspondence.

EXAMPLE OF AN IEP OBJECTIVE

The student will use a measuring cup and complete a recipe.

EXAMPLES OF STUDENT PERFORMANCE

Measuring ingredients for a recipe; matching a picture symbol with a coin; telling time to the hour by using a clock.

3 Shows some understanding of time concepts.

RELATED S.C. STANDARDS

- **Complete a time sequence (example: 9:00, 10:00, _____, 12:00).**
- **Tell and record time to the half-hour, using analog and digital clocks.**
- **Use a calendar to do the following:**
  a. **sequence the days of the week and the months of the year and**
  b. **construct and use a calendar to identify dates in standard and numeric forms (January 1, 2001 and 1/1/01).**

RATIONALE

Students with significant cognitive disabilities can learn time concepts such as anticipating events and following a class schedule.

EXAMPLE OF AN IEP OBJECTIVE

The student will follow a picture schedule.

EXAMPLES OF STUDENT PERFORMANCE

Looking at a schedule to see "what comes next"; attending to the schedule as teacher reviews; activating an augmentative communication device to tell "what comes next."

F Data collection and probability

1 Collects, records, and interprets data using simple tallies, lists, charts, and graphs.

RELATED S.C. STANDARDS

- **Pose and answer questions about charts and graphs relating to familiar experiences (e.g., recording daily temperature, the lunch count, class attendance, and favorite flavors of ice cream).**
- **Use organized data to construct picture, object, and bar graphs.**
- **Interpret information displayed in a picture graph, object graph, and bar graph using the vocabulary *more, less, fewer, greater than,* and *less than*.**

RATIONALE

Students with significant cognitive disabilities can learn to complete an activity or to communicate information about an event by using a personal communication device.

EXAMPLE OF AN IEP OBJECTIVE

The student will use picture symbols to recall a personal experience.

EXAMPLES OF STUDENT PERFORMANCE

Placing picture symbols of a particular event on a communication board; answering questions about a personal experience by using a personal communication device.

2 Makes predictions based on data.

RELATED S.C. STANDARDS

- **Identify an event as likely or unlikely to occur.**

RATIONALE

Students with significant cognitive disabilities can learn to anticipate certain events on the basis of presented stimuli (e.g., the student looks at the door when he or she sees the speech therapist because the student anticipates that it is now his or her turn to see the therapist).

EXAMPLE OF AN IEP OBJECTIVE

The student will eye gaze in the direction of the cafeteria when it is time for lunch.

EXAMPLES OF STUDENT PERFORMANCE

Eye gazing in the direction of a particular part of the room as an indication of anticipating the next event in a schedule and then using a personal communication device to tell what event comes next.

Acknowledgments

We would like to thank everyone who worked so diligently to provide the foundation for the South Carolina Readiness Assessment and who wrote the original SCRA guidelines book, *South Carolina Readiness Assessment: Kindergarten and First Grade Developmental Guidelines* (New York: Pearson Early Learning, 2002).

The following special education professionals have been instrumental in the development and writing of this supplementary guidelines document: Greg Bull, Pierce Terrace Elementary School, Fort Jackson, South Carolina/Fort Stewart District Schools; Emilee R. McAbee, Logan Elementary School, Richland School District One; and Courtney Johnson Foster, Office of Assessment, SDE.

The following SDE staff members provided detailed reviews of the document's various drafts: Dr. Jim Casteel, Carolyn Ray, Dr. Teresa Siskind, and Suzanne Swaffield, in the Office of Assessment, and Brenda Heaney, formerly an education associate in the Office of Exceptional Children.

A special thanks to Dr. Gayle Swanson, editor for the SDE, for editing and formatting the document.